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narrower than in many of the recent civics texts, governmental functions forming the core of the discussion.

As an experiment in a new type of textbook construction, the success of the book will be a matter of considerable interest. It is worth careful examination.

G. T. B.

Child development from a biological viewpoint.—The possibilities of child development are summed up completely in the influences of heredity and environment. While holding strictly to the biological facts concerning physical heredity, a recent writer¹ interprets the possibilities of education in a very optimistic manner by emphasizing the influence of social heredity through a change in environment.

After two chapters which deal with the "Importance of the Child" and "Organic Inheritance," Dr. Chapin expresses his view of the importance of social inheritance as follows:

This leads to the distinction that may be made between individual and social evolution, the forces of which are controlled by different laws. For the individual we have biological heredity; for society we have what may properly be called a social heredity that passes along accumulations gained by parents from the surrounding civilization,—in other words, from the environment. These are the acquired characters that can be passed along from parents to offspring by teaching and example, although not by direct biological inheritance. While the latter, according to modern science, cannot be immediately influenced, the social inheritance and evolution of the individual can be powerfully affected by education [p. 22].

The author then proceeds to the general problem of child development, treating in turn its physical, mental, and moral aspects. The discussion ranges from the details of a carefully balanced diet in a program of nutrition to a biological consideration of the function of the family and the position of the child in it.

In general, the book is sound and in accord with modern ideas of pedagogy. There are a few points, however, where the discussion does not agree with carefully made studies in education, as, for example, in the description of the characteristics of superior children on page 109. The style of the book is more or less dogmatic, which may be justifiable since it is directed to the general reader. The book furnishes wholesome reading for the beginning student of education and for the teacher in the elementary school.

G. T. B.

The profession of teaching.—The majority of books which deal with the problems of the school superintendent are written in an impersonal, systematic manner. A refreshing variation is therefore afforded in a little volume² by

¹ HENRY DWIGHT CHAPIN, *Heredity and Child Culture*. New York: E. P. Dutton & Co., 1922. Pp. xiv + 220. \$2.50.

² THOMAS R. COLE, *Learning to Be a Schoolmaster*. New York: Macmillan Co., 1922. Pp. 60.